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ABSTRACT

Rural schools have often lacked sufficient resources to acquire training, consultant, and evaluative services. The expertise of faculty in university teacher and administrator training programs has been largely untapped. This is primarily because of a lack of programs linking rural schools with the university faculties that might provide needed services. The University of Central Arkansas' College of Education established the Center for Academic Excellence to provide these services. The center cooperates with public schools and shares university resources with them. The center receives written requests from district superintendents and then works with schools to address their diverse needs. Examples of local needs include curriculum revision, dropout and at-risk student programs, school renewal and restructuring, teacher and administrator inservice training, grant writing, school assessment, student testing procedures, instructional improvement, the use of computers in instruction and administration, addressing isues of PL 99-475 (the Education of the Handicapped Act Amendments, 1986), and local research projects. College faculty consultations serve the center's teacher education program in by: (1) strengthening the link between higher education and public schools; (2) extending opportunities for faculty to be directly involved with public school concerns; (3) providing schools with realistic assessment of their condition or status; (4) helping assess needs in school curriculum, instruction, and administration; (5) insuring feedback for incorporation into the curriculum; and (6) opening new avenues to enhance the college's reputation. The center has served more than 100 school districts during the five years of its existence, involving administration and staff at all educational levels. (TES)

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COLLABORATION BETWEEN RURAL SCHOOLS AND A UNIVERSITY

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COLLABORATION BETWEEN RURAL SCHOOLS AND A UNIVERSITY

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ABSTRACT

Rural schools have often lacked the resources to provide training, consultant, and evaluative services for developing solutions to professional problems incidental to administering a school. With some exceptions, the expertise of those in teacher and administrator training programs in universities has been largely untapped primarily because there have been no formalized means to bring schools in need of services in contact with university faculties who could provide the services. The Center for Academic Excellence was established by the College of Education of the University of Central Arkansas (UCA) with the explicit purpose of improving education in Arkansas by providing these services through cooperating and sharing university resources with the public schools.

Center staff, with written requests from district superintendents, work with schools to address locally identified needs. The needs are diverse: Examples include long term planning in curriculum revision, the problems surrounding dropouts and at-risk students, school renewal and restructuring, specific teacher and administrator inservice programs, grant writing, assessment of rural schools, student testing procedures, improvement of instruction, use of computers in instruction and administration, addressing issues of PL 99-457, local research projects, and other concerns for improving the schools.

Through involvement of the College of Education faculty as consultants, the Center complements the design of the teacher education program in several significant areas: (1) strengthens links between higher education and the public schools; (2) extends opportunities for faculty to be directly involved with public school concerns; (3) provides the faculty with realistic assessment of the condition or status of the public schools; (4) assists in assessing needs in curriculum, instruction, and administration in the public schools, (5) insures feedback for incorporation into the curriculum; and (6) opens new avenues to enhance the reputation of the College.

The Center has served over 100 school districts in the five years of its existence, reaching over one-third of the state's districts and every region of the state, geographically. University, public school, educational cooperative, Department of Education, and other personnel have been involved in Center activities.

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COLLABORATION BETWEEN RURAL SCHOOLS AND A UNIVERSITY

INTRODUCTION

The Center for Academic Excellence was formed as the result of a proposal submitted in early 1984 to the Arkansas Department of Higher Education. Preliminary work began in mid-1984 and implementation of the project began in August 1984 with the appointment of a director. The $148,098 budget was funded through the Arkansas Department of Higher Education.

It became immediately apparent that for its first period of operation, August 1984 through June 1985, the Center could best serve public education by providing the services required to establish an education cooperative, under the terms of Act 860 of 1983, for twenty-six school districts in Conway, Cleburne, Faulkner, Perry, Searcy, Van Buren, White, and Yell Counties. This effort, in fact, became the primary objective of the Center for its first year of operation. The Center Director was elected to serve as Acting Director of the Cooperative, later named the Arch Ford Regional Educational Cooperative. The Center provided financial support for the establishment of the Cooperative.

In order to achieve its objectives, completion of a number of activities was important. First, a legal governing board had to be formed and regular meetings held. Between August 1984 and June 1985, twelve meetings, sponsored by the Center, were held to conduct the Cooperative's affairs. Minutes of proceedings were taken and copies were promptly mailed to all member school districts. The originals of the approved minutes are on file in the offices of the Center for Academic Excellence.

A second activity had to do with fiscal affairs. The Cooperative became responsible for the receipt and disbursement of certain state funds allocated to the Cooperative by the State Department of Education: $63,635 for a gifted and talented education administrative cost; $127,820 for gifted and talented education program development in the school districts; $13,125 for classroom management training; $27,959 for a vocational education counselor; $19,000 for teacher center materials; and $7,112 for interest revenue which could be expended as the governing board determined. A budget was prepared, and approved by the State Department of Education.

A third activity was the formalizing of basic administrative policies (purpose, goals, equity, director duties and governance). All district members were afforded the opportunity to participate in the development of policies.

A similar procedure was used to implement personnel policies. Forty policies were adopted and cover employment criteria, records, duties, assignment, supervision, evaluation, promotion, travel, leave, and compensation. Copies were distributed to all district members and to all employees of the Cooperative.

Another activity included the development and delivery of eighteen workshops. Representative topics included: Time Management; Nutritional Education; Six-Year Planning; New Educational Standards; Library-Media Update; and Summer Math and Science Institute. Approximately two hundred administrators and teachers representing twenty school districts were served.

The Director attended fifty-three educational meetings around the state. Examples are legislative meetings, Global Education Conference, State Cooperative Directors' meetings, Effective Schools, Instructional Program Planning, Education Renewal Project, North Central Accreditation Team Visits, and discussions with key personnel of the State Department of Education.

Another activity of the Director involved visits to each superintendent of member school districts. Visits to twenty-three superintendents were made and informal conferences concerning cooperative business were held with thirty-six administrators. A detailed accounting of the above activities was made periodically and reported to Cooperative members and to the Dean of the College of Education.

The Center's involvement with the twenty-six school districts culminated in a proposal to fund the Arch Ford Regional Education Cooperative under the terms of Act 349 of 1985. Submitted on May 24, 1985, the proposal was approved by the State Board of Education June 10, 1985, and funded in the amount of $200,000. Thus, effective July 1, 1985, the Cooperative became a functioning entity separate from the Center.

The mission of the Center for Academic Excellence is to improve education in Arkansas by cooperating and sharing the resources of the University of Central Arkansas College of Education with Arkansas public school districts in an effort to address fundamental educational problems.

Center staff initiate on-site meetings with public school administrators in assessing local needs and devising plans for addressing problem areas. The faculty of The College of Education provide consultant services where needed. These professional services are available at no cost to the school districts. The scope of projects has ranged from one-day discussions of minor problems to planning and implementation of programs requiring continuing support over a projected two-year period, although the nature of services requested and provided is changing. A developing trend is toward more significant, in-depth, and longer-term assistance made possible by generous voluntary consultant services of the faculty of the College of Education. School districts now wish to address issues requiring long term planning in curriculum revision, the problems surrounding dropouts and at-risk students, school renewal and restructuring, specific teacher and administrator inservice programs, grant writing, assessment of rural schools, student testing procedures, improvement of instruction, use of computers in instruction and administration, addressing issues of PL 99-457, local research projects, and other concerns for improving the schools.

The Center staff and faculty consultants make no attempt to impose recommendations on a school. Sound educational advice is given, but school personnel maintain the option of using, modifying, or discarding suggestions. Follow-up is provided upon request of the public school district.

An assistant director for educational research and evaluation was employed in July 1985. The assistant director conducts special research and evaluates projects and programs identified by local school districts. In addition to the director and assistant director, the staff consists of a secretary, two graduate assistants, and two students assigned through the College Work Study Program.

The Center operates under the supervision of the Assistant Dean of the College of Education and in accordance with University policies and regulations. Conferences with the Assistant Dean are held as needed and short meetings are held to resolve concerns. In addition, a Program Advisory Committee of eight Arkansas educators meets at least annually to review the Center activities and to assist in long range planning.

Through involvement of the College of Education faculty as consultants, the Center complements the design of the teacher education program in several significant areas: (1) strengthens links between higher education and the public schools; (2) extends opportunities for faculty to be directly involved with public school concerns; (3) provides the faculty with realistic assessment of the condition or status of the public schools; (4) assists in assessing needs in curriculum, instruction, and administration in the public schools, (5) insures feedback for incorporation into the curriculum; and (6) opens new avenues to enhance the reputation of the College.

SERVICES

"Services" are defined as (1) direct professional assistance to public school districts; and (2) collaboration with other public educational institutions to sponsor activities jointly benefiting a number of public school districts.

Since August, 1984, the Center has steadily expanded service and outreach to the public schools in Arkansas. From working with 23 school districts in 5 central Arkansas counties, the Center has now provided direct services to over 100 school districts throughout Arkansas.

A brief description of Center participation with rural educational agencies served since August, 1984, follows.

Arch Ford Education Service Cooperative

In exchange for released time from teaching, a UCA art professor agreed to visit public schools to discuss with students, teachers, and administrators the components of a good art program. In addition he provided on-site painting demonstrations for interested students and teachers. Workshops were scheduled in several rural school districts: Alread (ADA=108), Concord (541), Leslie (303), Perry-Casa (192), and Wonderview (441).

Arkansas Rural Education Association

Conducted research to determine correlations of selected variables in rural schools. Assisted in preparing a history of the association.

Bauxite School District (ADA=591)

Development and implementation assistance with a program for computerizing secondary student registration.

Bradley School District (494)

Provided planning for an alternative school.

East End School District (485)

Consultant services were provided in clarifying the Levelized Educational Advancement Program which was developed by the elementary school principal and five teachers. The Center also coordinated a time-management workshop for district personnel and a staff development needs survey.

Enola School District (132)

Participated with the Arkansas Department of Education in rural school assessment.

Harmony Grove School District (577)

Planning elementary school improvement.
Improvement of elementary physical education program.

Hector School District (598)

Assisted with long range planning and curriculum review.

Hermitage School District (574)

Application of computer capabilities for secondary student registration procedures; discussion of North Central Association accreditation process.

Humphrey School District (291)

At-risk student program.

Magazine School District (448)

Provided assessment of Chapter I program. Provided planning and consultant services for staff development.

Marshall School District (707)

Planning for school improvement in curriculum, instruction, school plant.

Mt. Vernon School District (214)

Participated with the Arkansas Department of Education in rural school assessment.

Mountain Pine School District (616)

Planning with superintendent-elect for the McGehee School District for teacher inservice; development of a secondary departmentalization plan.

Nemo Vista School District (408)

The superintendent of schools and the Center Director reviewed administrative concerns of the district.

Nevada County School District (734)

Reviewed the school consolidation.

Newark School District (487)

Reviewed superintendent concerns.

Ola School District (488)

Discussion of selected administrative concerns.

Pangburn School District (575)

At-risk student program.

Parkdale School District (155)

Reviewed program to re-enroll high school dropouts.

Paron School District (217)

Assisted in designing a program and preparing a proposal to Winthrop Rockefeller Foundation for addressing needs of students at risk.

Perry-Casa School District (192)

Vocational and adult literacy needs assessment.

Plainview-Rover School District (331)

Discussion with superintendent concerning educational standards, school organization, and administrative concerns.

Rison School District (617)

A thorough review of the kindergarten program with written recommendations were provided to the school administrators. A request for follow-up was received from the elementary principal. Provided program speakers for annual meeting.

Southwest Educational Development Laboratory

Participated in development of SEDL-funded elementary laboratory school in Lonoke. Served on advisory committee to develop one-day conference on rural education.

Strawberry School District (238)

Designed plan for assessing status of all aspects of the school system.

Sulphur Rock School District (305)

Assisted superintendent with local research project. Collaborated on plan to provide training to school board members.

OUTREACH

"Outreach" is defined as the efforts undertaken to make the educational community aware of the Center and its activities. This has been achieved in several ways. In July, 1985, in order to identify a core group of school districts, the Center director proposed a listing of 50 superintendents who would be invited to utilize the Center's resources. The list contained names of superintendents who were known by the director, superintendents who during 1984-85 had indicated an interest in the Center, and superintendents who had agreed to participate in the 10 regional teacher centers which were organized to assist in the College of Education's student teacher program. Approximately 30 per cent of this group responded with requests for assistance.

In the late summer of 1987, and at intervals since then, the Dean of The College of Education and the Director of the Center have written letters to the superintendents of the 329 school districts in Arkansas inviting them to take advantage of the Center's services. As a matter of information the letters were also sent to members of the Board, Arkansas Department of Higher Education and Arkansas Department of General Education. Response to the letters was good and, with each mailing, assistance was requested from areas of the state not previously served.

In order to maintain periodic contact with the superintendents and other administrators in the school districts, the Center publishes and distributes "Center Newsbriefs" which is mailed at least quarterly to approximately 1500 educators--superintendents, principals, and central office personnel--in every school district in Arkansas. Additionally, "Newsbriefs" is distributed to 250 employees of the Arkansas Department of Education, and to 50 professionals within the University as well as other individuals and organizations.

A newer publication, "Perspectives in Educational Administration", has been published quarterly since the summer of 1988. Articles are

selected on the basis of interest to superintendents and principals and are solicited from college faculty and from practicing administrators. Distribution of "Perspectives" is the same as for "Newsbriefs".

In collaboration with the Winthrop Rockefeller Foundation, the Center produced a brochure, "You Can Help Build the Future". Over 9,500 copies of this brochure were distributed to high school principals and counselors in the public schools of Arkansas. The purpose was to invite high school students, especially minorities, to consider teaching as a career.

Personal contacts with other educators are regularly made at national, state, and local meetings. Contact with clients is also maintained through telephone messages. Several hundred calls annually are placed to public school personnel in Arkansas and to other educational institutions and organizations around the nation.

Business cards and a brochure succinctly describing the Center's mission, purpose, services, and staff are routinely distributed at meetings attended by the Center Director and the Assistant Director.

Liaison is maintained with the Director and other personnel of the Arkansas Department of Education, with the Executive Director of the Arkansas Education Association, with the assistants for educational affairs in the Governor's office, with the education service cooperatives, and with selected educators in institutions of higher education. Finally, the Center was represented and/or presentations were made at numerous national, regional, and state meetings and conferences.

The Center has been fortunate to have statewide publicity through articles in the Arkansas Gazette and in the Arkansas Democrat. Locally, activities were reported in the Ashley County Ledger, and the Yell County Record. Articles have also appeared in the Campus Contact, UCA Contact, in "EdUCAtion", a publication sent to UCA alumni, and the Arkansas Department of Higher Education Review.

The Center was featured in the March 1988 edition of "Promising Practices", published and distributed by the Southwest Educational Development Laboratory in Austin, Texas. Finally, as evidence of the additional interest in the concept of school/university collaboration programs, requests were received and detailed information was provided to educators at Texas Tech University, Mississippi State University, and Jackson State University, in Jackson, Mississippi.

PROFESSIONAL ACTIVITIES

Rural Education Research

"Research" is defined as investigations and evaluation reports conducted by Center staff solely, or in conjunction with personnel in school districts or other universities, which may be described as follows:

Correlational Study of Arkansas School Districts

School district size was correlated with achievement on MAT6 tests, expenditure per pupil, and secondary school dropout rates. The Arkansas Rural Education Association requested the study.

East End Evaluation

The Center was asked to provide evaluation services to the East End School District (485) to evaluate student attitudes, community and staff involvement, and administrative leadership. The Center provided the instruments, data analysis, and a report of the findings.

Legal Issues Surrounding School District Boundaries and Busing

The Center provided research assistance at the request of the Perry-Casa School District (192) relative to the legality of busing across school district boundaries.

Levelized Educational Advancement Program

The Levelized Educational Advancement Program was developed at Anne Watson Elementary of East End School District #1 (485) in Bigelow to address the issues of diminished financial resources, limited classroom space, and a reduction in professional staff. The program provided individualized basic education for students in grades 4, 5, and 6, and daily opportunities for enrichment through resource persons in the community.

McNeil-Leher Report on Rural Education in America

The Center was asked by Altus-Denning School District (352) staff to provide research information during an interview for a McNeil-Leher report on rural education in America.

Mt. Judea Study

The Center was asked by Mt. Judea School District (228) staff for assistance in determining sample size for a research study.

Paron Grant Proposal

The Center was asked by Paron School District (217) staff to provide assistance in the development of a grant proposal for Rockefeller Foundation funds.

Rural Education Research

The Center was asked by the Southwest Educational Development Laboratory for information about rural education research in Arkansas.

School Board Presidents Survey

A nationwide survey of presidents of school boards of rural school districts of less than 300 students was conducted to determine those traits most important to consider in hiring rural school district superintendents, as well as to determine indicators of administrative success and strength. The most valued capabilities were: (1) interpersonal relations/communication skills, (2) financial/organizational management skills, and (3) good moral character/personality. Dr. Bruce Barker, Assistant Professor of Education at Texas Tech University, collaborated with Center staff in the development of the study.

Rural Education Publications

National

"School District Size as Related to Achievement, Cost, and Dropout Rates in Arkansas" was published in the Mid-South Educational Researcher.

"Size, Expenditures, MAT6 scores, and Dropout rates: A Correlational Study of Arkansas School Districts" was accepted for inclusion in the ERIC database (ERIC Document No. EA 020 740, ED 303 910).

"Consolidation Studies Find Many Benefits Not Realized", a guest editorial, was published by the Arkansas Gazette.

"Rural School Superintendents: A National Study of Perspectives of Board Presidents" was published in Research in Rural Education. The paper was also published by ERIC in Resources in Education (CIJE Document No. EJ 373 951, RC 506 794, November, 1988; ERIC Document No. ED 274 497, RC 015 945, February, 1987). The article was coauthored with Dr. Bruce Barker of Texas Tech University.

"Levelized Educational Advancement Program" was published in July in Volume 1, Number 3 of the Journal of Rural and Small Schools, a publication of the Rural and Small Schools Consortium in Bellingham, Washington. It was also published in Resources in Education by the ERIC Clearinghouse on Rural Education and Small Schools (CIJE Document No. EJ 366 516, RC 506 673, June, 1988; ERIC Document No. ED 276 549, RC 016 001, April, 1987). Coauthored with Mrs. Reine Price of Anne Watson Elementary School of the East End School District in Bigelow, Arkansas.

Rural Education Presentations

National

"Collaboration Between Rural Schools and a University" to the National Rural Education Association annual meeting in Reno, NV, October 7-11, 1989.

"Rural School Superintendents: A National Study of Perspectives of School Board Presidents" to the National Rural Education Association 78th annual meeting in Little Rock, October 12, 1986 (with B. Barker).

Regional

"University and Small School Collaboration" to the annual Rural and Small Schools Conference in Manhattan, KS, October 30-31, 1989.

"Challenges, Responsibilities, and Desired Traits of Rural School Superintendents" was presented to the Center for Rural Education and Small Schools 9th annual meeting in Manhattan, KS, October 26, 1987.

"The Center for Academic Excellence: An Approach to Enhancing University/Rural School Collaboration" was presented to the Center for Rural Education and Small Schools 8th annual meeting in Manhattan, KS, October 27, 1986.

State

"School District Size as Related to Achievement, Cost, and Dropout Rates in Arkansas" was presented to a joint annual meeting of the Arkansas Association of Colleges for Teacher Education and the Arkansas Association of Teacher Educators in Little Rock, March 30, 1989.

"Size, Expenditures, MAT6 Scores, and Dropout Rates: A Correlational Study of Arkansas School Districts" was presented to the Senate Education Committee in Little Rock, February 1, 1989.

"A Preliminary Report about School District Size and Other Educational Indicators" was presented to the monthly dinner meeting of the Arkansas Rural Education Association in Little Rock, January 11, 1989.

Rural Education Conferences and Workshops Attended

National

National Rural Education Association annual meeting in Reno, NV, October 7-11, 1989

Clemson University/National Rural and Small Schools Association K-12 At-Risk Project in Conway, AR, September 14, 1988

National Rural Education Association annual meeting in Little Rock, AR, October 11-14, 1986

National Rural Education Association annual meeting in Cedar Rapids, IA, October 12-15, 1985

Southern Rural Education Association organizational meeting in Cedar Rapids, IA, October 11, 1985

Regional

Center for Rural Education and Small Schools annual meeting in Manhattan, KS, October 30-31, 1989

Southwest Educational Development Laboratory Rural and Small Schools Workshop in Little Rock, AR, September 14, 1989

Southwest Educational Development Laboratory Rural and Small Schools Workshop in Little Rock, AR, December 14, 1988

Center for Rural Education and Small Schools annual meeting in Manhattan, KS, October 26-27, 1987

Center for Rural Education and Small Schools annual meeting in Manhattan, KS, October 27-28, 1986

EVALUATION SELF-STUDY

The Center conducted a self-evaluation in late April to early May, the results of which follow. The self-study was initiated in the Fall of 1986 when Center staff developed an instrument for this purpose. After a considerable amount of fine-tuning, the instrument was presented December 11th to the faculty members who originally wrote the grant proposal which led to funding of the Center: Dr. Jim Mainord, Dr. Sid Mitchell, Dr. Dave Naylor, Dr. Selvin Royal, and Dr. David Skotko. Their comments and suggestions were incorporated into a revised form. On January 30th the instrument was reviewed by the Center's Advisory Committee. After further revision, the instrument was presented to Dean Charles Hodge for his thoughts. After final revisions, forms were distributed to all College of Education faculty members and all educators in the state with whom Center staff had had direct professional contact. To reach school districts while teachers were still readily available, the instruments were mailed in late April with requests for a May 11th return in the stamped self-addressed envelopes which were enclosed with the questionnaires.

On the following pages is a copy of the questionnaire submitted to these educators on which to record their evaluations of the effectiveness of the Center for Academic Excellence. The results of the tabulations are

entered as counts and as percentages in the appropriate blanks. Complete results of the survey are available for perusal in the Center.

The response rate was relatively high, 53.1% (26 of 49) among faculty and 51.9% (41 of 79) among other educators, for an overall rate of 52.3% (67 of 128). Other educators (outside the University) outnumbered College of Education faculty responses approximately two to one (41 versus 23 usable returns). Most (46 or 71.9%) of the respondents had received services from the Center. Of those educators who had, almost two-thirds (64.6%) found the services "very useful" and over five-sixths (83.4%) found them at least "useful." Just over 94% said they would be willing to use the Center's services again. The remainder were unsure. No one said they would be unwilling to do so.

Nearly two-thirds of the respondents were unsure whether they would have used the services had there been a charge for them. A fourth said they would not under those circumstances. The additional comments indicated that this decision was contingent on funding available to the district as well as the Center. Charging consultant fees elicited different responses. Over forty percent of the respondents disagreed with this idea while over eighteen percent agreed. The remainder were undecided.

Services requested reflected those offered by the Center--many and varied. Most requested were consultative, staff development, research, and grant-proposal writing services.

The strongest support expressed in the survey was for the concept of the Center, to improve education in Arkansas by collaborating and sharing University resources with public school districts. Just under 97% agreed that this is a good idea. No one disagreed with the concept. Typical descriptors were "excellent," "outstanding," and "splendid." A similar response supported this approach to solving educational problems. Over 95% liked the approach. No one disliked it.

Over two-thirds (71.4%) of the respondents believed that the Center was stimulating collaboration between the University and their school districts. A fourth (24.5%) were not sure and less than five percent (4.1%) disagreed.

Nearly half (46.9%) of the respondents learned of the Center through the staff themselves. "Other educators" accounted for 28.1%, and the Center newsletter, the "Newsbriefs," introduced the Center to nearly a fourth (23.4%) of the educators. Professional meetings and friends each accounted for 15.6% of the responses, while the "Campus Contact" and newspaper articles also provided some information (10.9% and 7.8%, respectively). Because many respondents offered more than one response, the total is over 100%.

Well over half (59.0%) of the educators responding said they "always or usually" read the "Newsbriefs." Three-fourths (73.8%) read it at least "sometimes." In terms of those persons actually receiving the newsletter, the corresponding figures would be 76.6% "always or usually" and 95.7% at least "sometimes." The "Newsbriefs" elicited numerous comments. Typical comments included "informative," "readable," "good quality," "attractive," and "first rate."

In the closing comments were many encouraging words. The most frequently expressed thoughts urged continuation of the program, including references to the Center as "a real asset to the university and to the state," "show[ing] great promise for developing functional working relationship between schools and universities," and "upgrading the professionalism and the professional image in the state."

Center for Academic Excellence
EVALUATION

In order to be more effective and better satisfy your needs, we are asking you to share with us your opinion of the Center for Academic Excellence in terms of its value to you and your school district. Your candid responses to the questions below will be appreciated.

1. Your position:
   8 (12.5%) Superintendent
   9 (14.1%) Principal
   9 (14.1%) Other administrator
   0 (0.0%) School patron
   23 (35.9%) University faculty
   5 (7.8%) Teacher
   10 (15.6%) Other_____

2. Did you receive any services from the Center for Academic Excellence?
   46 (71.9%) Yes
   18 (28.1%) No

3. If so, to what extent were the Center's services useful to you?
   31 (64.6%) Very useful
   9 (18.8%) Useful
   5 (10.4%) Somewhat useful
   3 (6.3%) Not very useful
   0 (0.0%) Not at all useful

   Comments:_____

   _____

4. Would you be willing to use the Center's services again?
   48 (94.1%) Yes
   3 (5.9%) Unsure
   0 (0.0%) No

   Comments:_____

   _____

5. Would you have used the services if there had been a charge for them?
   5 (9.8%) Yes
   33 (64.7%) Unsure
   13 (25.5%) No

   Comments:_____

   _____

6. Do you think that the Center should charge consultant fees for the services it provides?
   11 (18.3%) Yes
   23 (38.3%) Unsure
   26 (43.3%) No

   Comments:_____

   _____

7. What services would you like for the Center to provide?

   Comments:_____

   _____

(OVER)

8. Is the concept of the Center, to improve education in Arkansas by collaborating and sharing University resources with public school districts, a good idea?
63 (96.9%) Yes 2 (3.1%) Unsure 0 (0.0%) No

Comments:_____

_____

9. Do you like this approach to solving educational problems?
61 (95.3%) Yes 3 (4.7%) Unsure 0 (0.0%) No

Comments:_____

_____

10. Is the Center stimulating collaboration between the University of Central Arkansas and your school district?
35 (71.4%) Yes 12 (24.5%) Unsure 2 (4.1%) No

Comments:_____

_____

11. How did you learn about the Center? (Multiple responses were given.)
15 (23.4%) Center "Newsbriefs"
11 (17.2%) Professional meeting
10 (15.6%) Friends
30 (46.9%) Center staff
7 (10.9%) "Campus Contact"
5 (7.8%) Newspaper article
18 (28.1%) Other educators
5 (7.8%) Other_____

12. Do you read the Center newsletter, the "Newsbriefs?"
36 (59.0%) Always or usually
9 (14.8%) Sometimes
2 (3.3%) Never or rarely
14 (23.0%) Never heard of it

13. If you do read the "Newsbriefs," what do you think of its style, quality, and information?

_____

_____

_____

14. Additional comments and/or recommendations:_____

_____

_____

_____

_____

_____

_____